

Special Edition

A Publication About Exceptional Students

Summer 2003



A Message from Superintendent Tom Horne



The 2003 Legislative Session is finally over, and the great news for the Department is that after much debate over the budget, education funding was fully restored. In addition, an important bill submitted to the legislature by the Department, HB2277 was passed. It provides:

HB2277—Arizona Learns; Student Achievement Profiles; Failing Schools. Delays from October 2003 to October 2004 designation of failing schools. This gives the schools a full year to implement their plans of improvement, which were filed January 30, 2003. Under existing legislation, the tests to determine whether schools were failing would have been only two months after the improvement plans were filed – not enough time to implement an improvement plan. Takeovers of failing schools can still occur October 2004, as originally scheduled.

Continued on page 3

Catch Them Early, Before They Fall

By Marie Mancuso

AZ READS, a statewide reading initiative, is a comprehensive, collaborative effort to provide *all* of Arizona's children the opportunity to learn to read proficiently no later than the third grade. Why third grade? We know this is a critical benchmark year. Children who do not learn to read by the end of the third grade struggle throughout their entire school careers. Research shows that the longer intervention is delayed, the more difficult it becomes for a child to catch up. Therefore, AZ READS seeks to identify reading difficulties early, before they become reading problems, and intervene immediately. This goal is reflected in the AZ READS framework:

Continued on page 3

Featured topics: School/parent partnering
Helping Arizona's children read

Table of Contents

| | |
|---|----|
| A message from Superintendent Tom Horne | 1 |
| Catch Them Early, Before They Fall | 1 |
| Call for Articles | 2 |
| New Direction for Exceptional Student Services | 4 |
| EAPN | 4 |
| Assessment | 5 |
| SUPPORT is Just a Phone Call Away | 6 |
| Meeting the Challenge | 7 |
| Partnering for a Lifetime of Success | 8 |
| Book Corner | 9 |
| Focus on Literacy | 10 |
| Statewide Partnership for Special Education | |
| Features Parents and Professionals | 11 |
| Pilot Parents Workshop Topics Include | 11 |
| How Far has Your School Moved Toward | |
| Partnering with Families? | 12 |
| "Come On In!" | 12 |
| Reading is Fundamental | 14 |
| A Special Thanks to Article Contributors for this Issue | 15 |
| Get on the Board! | 15 |
| Highland Junior High School... .. | 16 |
| Early Childhood News!!!! | 18 |
| Save the Dates | 18 |
| Things You Need to Know | 19 |
| State Board Approves Rules Revisions | 19 |
| Change in Long-term Employment Service | |
| Responsibility Structure | 19 |
| Special Education Emergency Supplemental Funding | 19 |
| Litchfield Elementary School Receives | |
| National PTA Award | 20 |
| Special Education Advisory Panel | 21 |
| Want Your Own Copy of the Special Edition? | 21 |
| Stay on Top of What's New | |
| Director's Institute at Mesa Hilton | 21 |
| Get on the Fast Track to Special Education | 22 |
| Making Time | 22 |
| Online Teachers College Open for Business | 23 |
| Keeping the Main Thing the Main Thing: | |
| Parent and Student Involvement | 24 |
| Outreach | 25 |
| New Certification Project | 26 |
| Bilingual Training Sponsored by ASU | 26 |
| It's Not Too Late!!! | 26 |
| Online Resources | 27 |
| PDLA | 28 |
| Northern Arizona University Receives \$800,000 | |
| Grant from U.S. Department of Education. | 29 |
| Capacity Building Grants Awarded | 30 |
| Grants, Grants, Grants | 30 |
| China-U.S. Conference | 31 |
| Professional Development Opportunities | 32 |
| NASDSE's Satellite Training Program has Expanded! | 33 |
| CEC Online | 33 |
| Hosts Needed!! | 33 |
| Internet Course for Individuals Who are | |
| Visually Impaired | 33 |
| SELECT Fall 2003 AT-A-GLANCE | 34 |

Call for Articles

We invite you to submit an article for a future issue of the Special Edition. Below are listed deadlines and feature topics, although other topics are welcome as well.

Article deadline for the winter 2003/2004 issue is September 15, 2003. Feature topics will be Dispute Resolution and Teaching Strategies for Math.

Article deadline for the spring 2004 issue is January 15, 2004. Feature topics will be Finding and Implementing Scientifically-based Curriculum and Teaching Social Skills to Students with Disabilities.

Article deadline for the fall 2004 issue is May 15, 2004. Feature topics will be What does "highly qualified personnel" mean to Arizona educators and Latest Research on "Other Health Impairments."

Editing assistance is available/provided as needed. To discuss submissions, or for a list of additional article ideas to consider, contact Peggy Levesque at plevesq@ade.az.gov.

Mailing address for photographs to accompany articles is: Special Edition • Arizona Department of Education • Exceptional Student Services • 1535 W. Jefferson • Phoenix, Arizona 85007

To stay abreast of what's going on at the Arizona Department of Education, check out the web site frequently. www.ade.az.gov

Did you know the last three issues of Special Edition can be downloaded from the web? www.ade.az.gov/ess. Click on Comprehensive Systems of Personnel Development

Contact us: Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson (Bin 24)
Phoenix, AZ 85007

Editor-in-chief: Miriam Podrazik
Editor/Project Coordinator: Peggy Levesque

The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or disability.

*Printed in Phoenix, AZ by the Arizona Department of Education.
Copies: 8000, Total Cost: \$11,031, Unit Cost: 1.38, Date: 7/03*

Continued from page 1

The school labels have also improved. Ambiguous terms of “maintaining” and “improving” are changed to “performing” and “highly performing.” The statutory definition of excelling schools is eliminated so that the State Board sets definitions of all categories. This enables communities to appreciate that their schools have been designated as performing, highly performing or excelling, as opposed to the prior ambiguous labels. In addition, it enables the State Board to set up a hierarchy, so that schools can be judged on their success with the brightest and the average students, rather than focusing only on the underachieving students. This broadening of emphasis is one of my primary goals for the Department.

Under the existing statute, the school visitation was meaningless, because the superintendent was required to label

a school as failing following the visitation. This changes the visitation so that judgment factors can be used, and the superintendent can recommend to the State Board a label other than that dictated by looking at the numbers alone.

I am extremely pleased we were able to pass this bill through the House and the Senate and that it was signed into law by the Governor on May 5, 2003. This legislation enables the Department to carry out a new and improved philosophy of service, helping school districts and charter schools achieve more academic success.

The Department is already starting work on its 2004 legislative agenda. Please feel free to pass on ideas to either Art Harding 602.364.1952 or Ruth Solomon 602.364.1541.

Continued from page 1

Readiness to ensure that all children enter school ready to learn to read;

Early screening, diagnosis and progress monitoring assessments to identify students’ reading difficulties and design immediate individualized instruction plans to address them;

Accountability to develop evaluation measures and hold the education system accountable for progress;

Development of teaching expertise to ensure that all teachers of reading have knowledge of research-based practices in reading instruction, assessment and intervention;

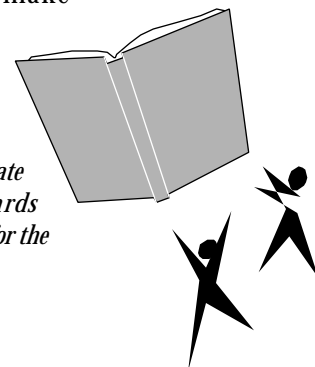
Support to commit the resources and invite all stakeholders to support and promote literacy in a community effort.

The award of Reading First funds to the state of Arizona, granted by Title I Part B of the No Child Left Behind Act of 2001, makes additional resources available to meet the stated goals. This is an unprecedented amount of funds directed toward a specific purpose. It will not only add \$14.4 million to targeted high need schools, but will provide the resources needed for professional development of *all* K-3 teachers of reading in the state.

To date, 26 districts have qualified through a competitive sub grant process for Reading First grants. This will impact 64 schools, 1400 teachers, and 26,000 K–3 students. Teachers and administrators in these schools will focus on the application of research-based practices to the classroom, the selection and use of scientifically research-based reading materials, and implementation of an assessment system that will identify and monitor student progress in learning to read. Through an integrated and aligned system of research-based curriculum, instruction, assessment, intervention and professional development, program designers expect that the Reading First schools will eventually serve as demonstration sites for other schools that target reading as their school improvement goal.

The goal to teach children to read early and well is a challenge. However, Arizona is in a better position than ever before to meet that challenge. Information has been gathered on effective teaching methods, the reasons some children have problems learning to read, and what intervention strategies are most successful. Arizona’s education system needs to ensure that this research is in the hands of every reading teacher to equip them to make informed decisions for each student in the classroom and “catch them before they fall.”

Marie Mancuso is the Deputy Associate Superintendent for Standards Implementation. She is responsible for the Reading First initiative.



New Direction for Exceptional Student Services

Joanne Phillips has been named Deputy Associate Superintendent, Exceptional Student Services, by the Arizona Department of Education. She officially began her duties on June 2, 2003.

Joanne has spent 23 years in special education administration in the Scottsdale and Deer Valley school districts. Her extensive experience has given her a keen understanding that the importance of providing a sound education to all of Arizona's children goes beyond individual considerations. "Education is the glue that holds your community together," she said.

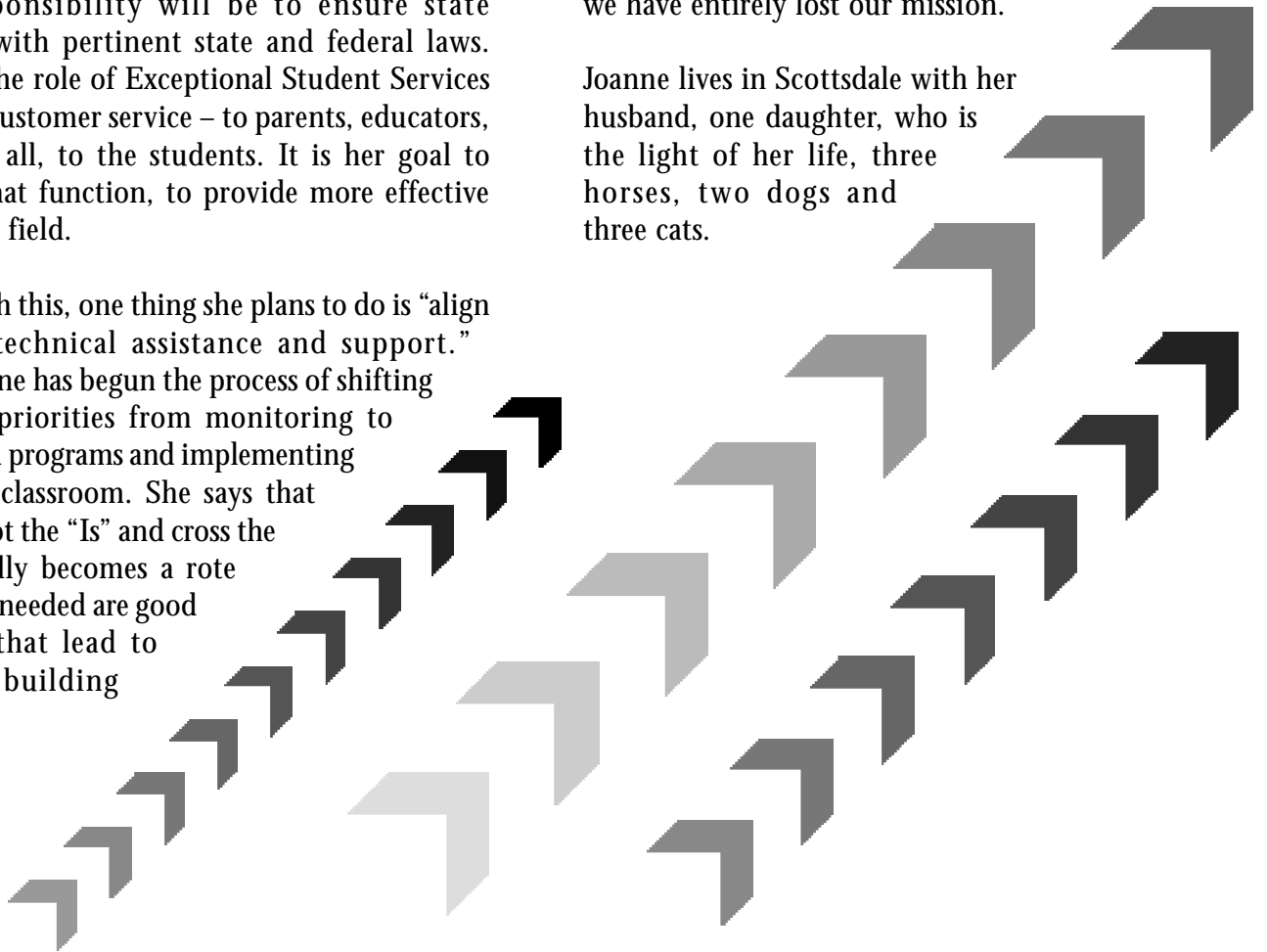
In her new position, Joanne will provide direction for the state, serving students with disabilities. Part of that responsibility will be to ensure state compliance with pertinent state and federal laws. Joanne sees the role of Exceptional Student Services as primarily customer service – to parents, educators, and most of all, to the students. It is her goal to strengthen that function, to provide more effective service to the field.

To accomplish this, one thing she plans to do is "align focus with technical assistance and support." Already, Joanne has begun the process of shifting department priorities from monitoring to defining good programs and implementing them in the classroom. She says that learning to dot the "Is" and cross the "Ts" eventually becomes a rote skill. What is needed are good diagnostics that lead to strong skill building programs.

The example she gives is of students with learning disabilities. Once a child has been labeled, he or she carries that throughout the school experience. Joanne's goal is to use means other than special education, if at all possible, to bring a child up to speed. She believes there is no reason that a student of average IQ, but with low reading skills, should lose the rest of the curriculum. For such students, she plans to focus on finding alternative ways to raise skills in science, math, and other subjects.

Another goal is to improve parent knowledge and participation in the education of students, to empower them to be co-leaders with educators. "The important thing is outcomes for children in the classroom," Joanne said. "Lose sight of that and we have entirely lost our mission."

Joanne lives in Scottsdale with her husband, one daughter, who is the light of her life, three horses, two dogs and three cats.



Assessment

A Vital Tool for Instruction

By Allie Wiener, Reading Specialist

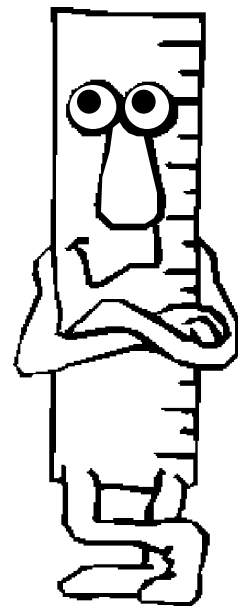
DIBELS is the new acronym sweeping the State of Arizona. If it has not made it into your faculty lounge, there is no need to worry. It is likely that all K-3 educators will be talking about it, or a similar type of assessment, soon.

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. The Institute for the Development of Education Achievement at the University of Oregon created a K-3 early literacy assessment stemming from reports by the National Reading Panel and the National Research Council. Each grade level has a fall, winter, and spring benchmark assessment as well as progress-monitoring assessments. Each of the measures takes *one minute* to assess student development in the areas of phonological awareness, alphabetic understanding, and automaticity and fluency of text. According to Harn and Good (2002), "Regular and frequent assessment provides teachers feedback on how students are responding to instruction." Many teachers who currently implement DIBELS like the fact that each measure is only one minute, which does not take away large amounts of instructional time. In addition, progress monitoring throughout the semester is designed to give teachers on-going feedback. Students who are not making progress can be identified quickly with this type

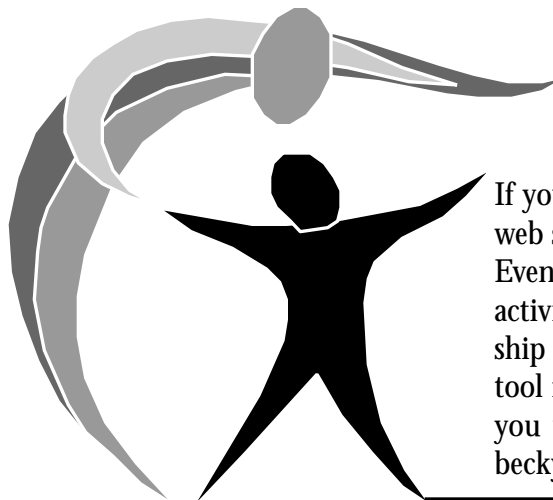
of assessment so teachers can make immediate instructional changes.

To learn more about DIBELS, visit the web site <http://dibels.uoregon.edu/>. Or if you are located in Southern Arizona contact Myrna Munguia at 520.628.6334. The Central and Northern Arizona contact is Allie Wiener at 602.364.2338. The DIBELS measures are free to download. The cost is \$1 per student, per year to use the DIBELS Data System, which allows schools to enter student DIBELS data online and generate automated reports.

A company called EdFormation has developed a similar one-minute system, AIMSweb, for older students. This system covers the grade levels K-8. To learn more about AIMSweb, visit their site, <http://www.edformation.com>. This site provides general information, demos, and pricing information. Or contact the appropriate Arizona Department of Education office as indicated above.



EAPN



If you have not visited the Enhancing Arizona's Parent Network's (EAPN) web site recently, please do so. Print, copy and distribute the Training and Event Calendar so your community can be aware of the wide variety of activities and events occurring in your area. The Information and Leadership articles are updated regularly. "Bookmarks" are a great promotional tool for getting the word out to families about this invaluable resource. If you would like copies in English or Spanish, contact Becky Raabe at beckyraabe@aol.com or 928.526.2566.



is Just a Phone Call Away

In the fall of 2001, Theresa Kennedy was new to her position as a coordinator of special services, and she needed help.

Working for a small rural district has its own set of challenges. The number of students may be small compared to large metropolitan districts, but the types of special needs and the issues surrounding them are comparable.

“One needs to wear many hats to fill those needs,” Theresa said recently. “I needed someone who could identify those things I was doing well, areas I needed to address immediately, and help me plan for the future.” Not to mention the many questions she hadn’t even thought of yet. So she called the SUPPORT Cadre.

June Torrance, SUPPORT Cadre Coordinator, listened carefully as Theresa explained her frustrations. Then June searched her databank of 100 plus consultants for someone with a special education administration knowledge base, who would also be sensitive to the needs of a rural school administrator. She found just the right match in Diane Wray, of Coolidge Unified School District.

“I remember back ten years,” Diane said, “to when I was a brand new special education director and didn’t know how to multi-task in such a stressful job.” At that time, the Marana special education director came to Diane’s rescue with visits and conference calls. “I would never have made it through my first year without that support,” Diane added. For this reason, she signed up in January 2002 to offer the same type of assistance to others through the SUPPORT Cadre.

From their first e-mail, Theresa and Diane “clicked.” They set a date to meet at Theresa’s school, where they

spent their first day reviewing documents, procedures and timelines. Diane answered Theresa’s myriad questions, gently “feeding” just enough information. Other issues were saved for later meetings.

Although not everything was the same in Theresa’s Palo Verde and Diane’s Coolidge districts, there were many similarities in the rural settings. Diane guided Theresa into a better understanding of the dynamics of juggling multiple issues at once, as well as making the best use of the many federal and state programs available.

“I am very grateful,” said Theresa, “that Diane willingly shared her professional experiences with me. Her vivacious personality fit well with my way of doing things.”

Since then, the SUPPORT Cadre has provided valuable resources to several areas at the Palo Verde School District (PVSD), including assistance with a self-contained environment, a new gifted coordinator, and a new program director. The timely advice and continuous networking of the Cadre mentors allowed these special areas of need to become strengths in a very short period of time. Theresa and her PVSD colleagues consider the SUPPORT Cadre to be an invaluable addition to the purview of Exceptional Student Services at Arizona’s Department of Education.

Theresa and Diane agree that pairing the two of them has not only been successful, but a pleasure as well. “We have become friends as well as colleagues,” said Diane.

For information about becoming a SUPPORT Cadre consultant, or application for services, contact June Torrance at jtorran@ade.az.gov or 480.570.9046.

Meeting the Challenge

With 62,000 students, approximately 9000 employees, and only two full time staff members, professional development for the Tucson Unified School District (TUSD) was a real challenge. But Judy Robertson took on that challenge gladly in August of 2002 when she was asked to assume the position of Coordinator of Professional Development. She accepted the job to centrally support the emerging movement by the district toward site-based professional development (PD).

The most immediate need for Ms. Robertson was to characterize what professional development should look like and communicate that clearly to educators in TUSD. She didn't waste any time. By early fall 2002, Ms. Robertson had orchestrated the creation of the Model for TUSD Professional Development, which defines the criteria for quality professional development, and makes it clear that all related activities must directly

focus on student achievement. "That's what it's all about," Ms. Robertson said. "If it isn't focused on improving student learning and performance, then we shouldn't be doing it."

She developed a set of four personal goals for the implementation of the model. They included supporting the initiatives of the regional superintendents, assuring quality professional development throughout the district, developing a district wide accountability system, and building capacity for sites to deliver quality PD. Without these components, the model could not be successfully implemented. Simultaneously,

Ms. Robertson addressed other needs, including training to assure each site's capability to implement and

evaluate a focused PD program. "The Professional Development Leadership Academy (PDLA) has helped here," Ms Robertson said. "They offered the opportunity for individual sites to send representatives to learn about the National Professional Development Standards and models for quality professional development." The district also needed to help sites develop plans for providing needs assessments and skill building opportunities as well as assessing PD from the planning phase onward.

And this is only the beginning. With capacity building grants, there are a lot of others in the district ready to join the effort. "Now that's exciting!" Ms Robertson said. She plans to revisit some specific areas like leadership academy, mentoring, coaching, new teacher induction and paraprofessional training to make sure that the existing programs are updated with the latest research-based ideas. After all, at the end of the day, it's results that count.

Professional Development Role in TUSD Reorganization

As TUSD began the district restructuring process, professional development became a key component in the new organizational chart. Ten positions were created to support the changes from the central office perspective and help to build the capacity for quality professional development in the 105 school sites. PDLA will continue to be a needed resource in providing training in National Staff Development Standards and Models, Data Analysis, and Evaluation of Professional Development. This group of ten will become TUSD's trainers of trainers.

For detailed information on the Model for TUSD Professional Development go to www.tusd.k12.az.us/; click on *Professional Development*.

Partnering for Lifetime of Success

Partnerships that developed out of necessity flourished under a learned spirit of cooperation.

“Michael is not meeting his developmental milestones.”

Leslie and her husband Mike steeled themselves against the doctor’s coldly unemotional pronouncement about their 18-month-old son. They left that first meeting almost 20 years ago without the diagnosis of Williams Syndrome that came when Michael was 10-years-old, but clutching a pamphlet on an organization called *Pilot Parents*, which now supports families as *Raising Special Kids*.

Eventually they emerged from the haze enough to place the first call to *Raising Special Kids*. “The warmth and understanding we received gave us encouragement and the determination to take action,” Leslie said. Following the stepping-stones laid out by *Raising Special Kids* began the process of learning to work with various agencies to advocate for Michael’s needs.

In the early years, the Division of Developmental Disabilities arranged development opportunities. When he was ready, the Williams’ enrolled Michael in Upward Foundation. This preschool drew the Williams’ into active participation in Michael’s progress, providing daily reports, and recommending home activities for further improvement.

Then Michael entered public elementary school and the Williams’ were introduced to the Individualized Education Plan or IEP. From the initial meeting with the school’s psychologist, where the only placement option offered was the self-contained classroom, it was clear to the Williams’ that they needed to better understand the process. They made it their mission to research parental rights in the educational system, and brainstorm options with the teachers. Then they pushed to reconvene the IEP meeting to request a change in placement. They experienced their first success when Michael was moved to a regular kindergarten classroom with resource support.



This began their own education about the inner workings of educational planning and becoming assertive to meet Michael’s needs. While their goal was to be diplomatic, sometimes the Williams’ found themselves wading through IEP meetings armed with tape recorder and notebooks. Some of those meetings drew tears from Leslie and sarcastic remarks from Mike. In the end, though, they usually hammered out a mutually agreed upon IEP with the educators.

At the end of middle school, *Raising Special Kids* invited Michael and his family to participate in a grant program designed to facilitate “person-centered” planning and the Student Led IEP process. A team comprised of family members, neighbors, close friends and Michael’s teacher, and for the first time, Michael, took part in monthly meetings for approximately one year. He was encouraged to talk about his likes, dislikes, dreams, and fears. Mike and Leslie were frequently reminded to let Michael speak for himself, which taught them the new term of self-advocacy. At this point, the Williams’ accepted an invitation to participate in a Tempe Union High School District (TUHSD) transition team with the purpose of exploring and developing community options to successfully support students moving into post high school life.

“Involvement” was the byword for high school, for both Michael and his parents. The Williams’ relied on lessons learned from the TUHSD Transition Team as they took the lead in starting a support group for parents of special education students.

For Michael, the planning meeting, which was now called Student Driven IEP, took on real meaning. “I didn’t know what an IEP was before high school, when everyone made a big deal about them,” he said. He sent out self-designed invitations to team members. He directed the first 30 minutes of the meeting, making introductions, followed by a Power Point presentation of his strengths, challenges, and transition goals. Then he asked and received feedback on his progress from each of his teachers.

In this non-threatening environment, the IEP evolved as Michael met his goals, including plans for high school transition. “They were always asking me what kind of jobs I would like to do,” Michael said of that time. “The best part was, I learned that I *can* make my own choices.”

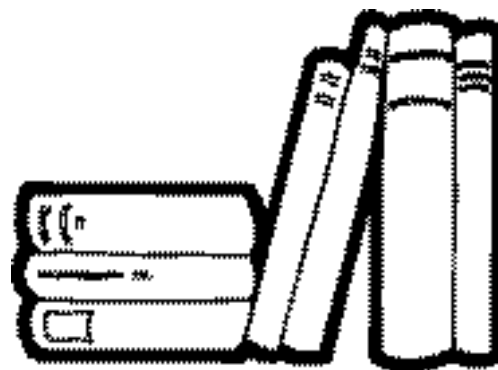
Leslie felt a mixture of overwhelming pride, unexplainable nervousness, and great relief as she watched her son proudly accept his high school diploma. Recently she reflected on Michael’s entire school experience. “It was building the partnerships,” she said, “that brought us to this level of success. We had to learn negotiating strategies and to keep a cooperative attitude even when we didn’t feel like it. We were part of a team that had one goal in mind;



Michael’s success.” These are skills that Mike and Leslie will need to support Michael as he attends Community College and continues on into adulthood. Lessons for a lifetime of success.

Michael Williams and his family – Dad Mike, Mom Leslie and Sister Kelly – live in the East Valley supported by Kyrene and Tempe Union School Districts. Michael continues his education in community college and has earned 12 post-secondary education credits and continues to utilize his IEP-learned lessons as a public speaker. Michael, Karen Hinds – Michaels previous high school Special Services contact teacher and Michaels mom Leslie have presented to numerous national educational conferences on the benefits of partnering – student, educator, and parent – in the Student Driven IEP process.

Book Corner



Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs

has been available since January 31, 2000. Now in its second printing, the book has sold over 10,000 copies and is a comprehensive, practical resource to bring parents, educators, communities and schools together.

In August of 1999, the National PTA launched a major initiative to train PTA leaders in how to present the organization’s “Building Success Partnerships” program. Throughout the country, in the U.S. Virgin Islands, and where Department of Defense schools are located in Europe and the Pacific, PTA leaders are available to give presentations on the benefits of parent involvement, the components of effective parent involvement programs, and how to implement the National Standards for parent/family involvement programs.

Building Successful Partnerships incorporates the standards and offers field-tested strategies for overcoming barriers, reaching out to key participants, and developing an effective parent involvement program. The book makes this information more broadly available to parents, administrators, teachers, parent involvement professionals, Title I coordinators, and leaders of PTAs and other parent groups. It has been designed to facilitate meaningful discussion and provide the foundation for developing a quality parent involvement program that works.

The soft-cover book can be ordered for \$18.95 from National Educational Service (item #INP-BKF00095). For more information or to place an order, call 800.733.6786, or e-mail nes@nesonline.com.

Taken from the National PTA web site www.pta.org

Focus on Literacy

By Laura Young, Literacy Coordinator for SIG



It seems that, all of a sudden, everybody is talking about reading. Federal legislation including “No Child Left Behind” and the proposed reauthorization of IDEA along with the state initiative, AZ READS, all reflect a national concern about the alarming number of children who are failing to become proficient readers. Arizona’s State Improvement Grant (SIG) also was written to focus on this critical area of learning. The SIG is a five-year federal grant that provides a million dollars a year to improve special education. It includes a goal on literacy that states: “Students with disabilities will attain statistically significant reading gains...through the use of scientifically-based, research-validated strategies related to developing early literacy and reading skills.”

The five objectives under this goal focus on improved literacy for children from birth to 8th grade and improved training for prospective teachers. Arizona Department of Education SIG employees, along with several outside partner agencies, will train parents, teachers and other school staff in methods to improve literacy. The first objective involves children from birth to three-years-old, and includes training for parents, along with early literacy newsletters and articles which will be available in hard copy and on web sites dedicated to early literacy.

The second objective focuses on preschool children and teachers. SIG partners will offer a series of four trainings at a dozen sites around the state. The first two trainings will be made available via interactive television. The third will take SIG trainers to the individual sites, and the final training will bring participants from all sites together to share information at a literacy conference.

The third objective is to work with teachers of grades K-3 and provides the most wide-reaching training offered. Three reading specialists will present free, comprehensive training on the five components of effective reading instruction, including effective strategies for remediation

of special education students. A half-day overview will outline the steps a district must take to bring about systemic change leading to more effective reading instruction. In addition, three-day trainings are planned for regular and special education teachers at schools interested in reforming their reading programs. Follow-up mentoring will be available to assist in specific areas of concern. The first series of trainings is scheduled to take place in Pinal County. Trainings will be scheduled elsewhere throughout the state as interest is identified.

The fourth objective targets 4-8th grade students beginning with Chinle Unified, Roosevelt Elementary, and Sunnyside Elementary districts to work on systemic change in reading instruction. In year four of the SIG, this objective will expand to include three additional PEAs.

The fifth objective is to collaborate with Arizona’s institutions of higher education to improve the reading instruction skill-set for prospective teachers. In addition, the team will seek a change in teacher certification requirements to include more coursework in reading.

School administrators and teachers with an interest in scheduling training sessions at a nearby location for parents, preschool staff, or grade K-3 teachers should contact SIG personnel as listed below.

Trainings for K-3 teachers in Southern Arizona: contact Myrna Munguía, Reading Specialist, at 520.628.6334. Trainings for K-3 teachers in Central Arizona: contact Allie Wiener, Reading Specialist, at 602.364.2338. Trainings for K-3 teachers in Northern Arizona, preschool teachers, or anyone interested in training for parents of children from birth to three should contact Laura Young, Literacy Coordinator for the SIG, at 602.364.4016.

Statewide Partnership for Special Education

Features Parents and Professionals

The State Improvement Grant (SIG) is a five-year federal grant awarded to Arizona to *increase the quality of educational services for children with special needs. Raising Special Kids* and *Pilot Parents*, in partnership with the Arizona Department of Education, provide free training on key aspects of developing parent-professional partnerships.

Trainings are open to all district schools, community colleges, university teacher-training programs, charter schools and community or professional organizations for teachers, and school staff.

Raising Special Kids and *Pilot Parents of Southern Arizona* are two of the 100 national parent training and model parent-teacher collaboration by providing both parents and special education teachers as presenting teams for each workshop.

Workshop topics include:

- **Communication**
 - * Developing positive communication between schools and parents
 - * How to set up and conduct effective meetings
 - * How to relay sensitive information to parents
- **Frame of Reference-** parents and professionals come together to shape attitudes and services that are student-centered, and to discover common ground
- **How to conduct Successful IEP's and 504 meetings**
 - * Parent Rights
 - * IDEA and Section 504 of the Rehabilitation Act
 - * Promoting self-determination strategies for students with disabilities
- **Hands-on Techniques**
 - * How to invite and engage parents into meaningful participation
 - * Homework Helper ideas
 - * Strategies for positive behavior support, and reading improvement

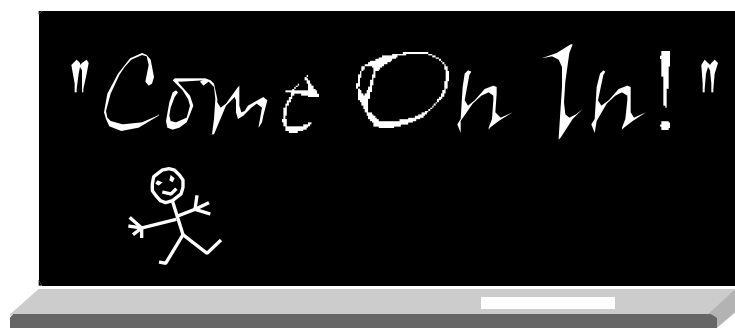
All workshops are designed to address specific needs and questions. To schedule training (available during summer months too), contact Carla Woyak, Director of Education and Training at *Raising Special Kids*: 602.242.4366 x105, or carlaw@raisingspecialkids.org. *Pilot Parents of Southern Arizona* supports the counties of Cochise, Gila, Graham, Greenlee, La Paz, Pima, Pinal, Santa Cruz, and Yuma. Contact Robert Snyder, SIG Coordinator, at 520.324.3157 or robert@pilotparents.org.



How Far Has Your School Moved Toward Partnering With Families?



The self-assessment on page 13 is intended to help you enhance the relationship your school has with families. Please take a few minutes to answer these questions. Few schools are likely to meet all the standards of a partnership school, but many may come close. Perhaps you will find ideas that can be implemented by your staff to build partnerships with families. For additional tips and technical assistance to enhance parent involvement in your school district contact: the Parent Information Network at 602.542.2852, *Raising Special Kids* at 602.242.4366, or *Pilot Parents of Southern Arizona* at 520.324.3150.



Stumped at how to get parents into the classroom? Here are some helpful tips from the state parent groups.

1. Survey parents at the beginning of the year to find out:
 - ◆ What they would like to help with (provide a checklist of options)
 - ◆ Which days/times work best for them to attend workshops/meetings
 - ◆ Is transportation an issue?
 - ◆ Is childcare needed?
 - ◆ Ask for creative activity ideas
 - ◆ Find out about their interests in class project ideas
 - ◆ Do they have any connections in the community that you could utilize for field trips/class guests?
2. Decorate your entire classroom. For example, if you are reading a chapter book or studying a particular theme, ask parents to come in one night after school to decorate the classroom with that theme to surprise the students.
 - ◆ Prepare bulletin boards
 - ◆ Cut out materials for projects
 - ◆ Make samples
 - ◆ Photocopy
 - ◆ Organize books in reading area
 - ◆ Tidy up supplies
 - ◆ Clean manipulatives
 - ◆ Errands (return books to school library, check books out, distribute notes, materials to faculty in-boxes, etc.)

How Far Has Your School Moved Toward Partnership With Families?

Please take a few minutes to answer these questions. Probably few schools would meet all of the standards of a partnership school, but many may come close. Perhaps you will find an idea that you can implement to help parents become more involved.

Fortress School



- ☐ The school does not give parents information about learning standards.
- ☐ It's not easy for parents to talk to the school.
- ☐ If there is a parent group, it's hand-picked by the school.
- ☐ Few parents or community people visit the school. The front office is not friendly.
- ☐ Parents are afraid to complain or ask questions. "They may take it out on my child."
- ☐ Families feel like outsiders.

Come-If-We-Call School



- ☐ The standards for learning are not clear.
- ☐ The school calls families only when a child has done something wrong.
- ☐ Teachers see parents only at conference time and at special events.
- ☐ An "in-crowd" of parents does all the work. Other parents feel they don't belong.
- ☐ If there is a school handbook, it's all about rules and discipline.
- ☐ Volunteers have to fill out long forms.
- ☐ Families have no say in school decisions.

For tips and technical assistance to enhance parent involvement in your school contact:

ADE/ESS

(602) 364-4015

Raising Special Kids

(602) 242-4366

Pilot Parents of Southern Arizona

(520) 324-3150

Open Door School



- ☐ Families get information about what students are learning. Teachers send home folders of student work.
- ☐ The school has a family center.
- ☐ The parent group sets its own agenda.
- ☐ Parents helped to write the school handbook.
- ☐ The school feels families have much to offer, but they are not experts in education.
- ☐ Families talk to classes about their jobs and help out as tutors.
- ☐ Most teachers or advisors try to contact their students' families once a month.
- ☐ The school shares its test scores with families. But it's hard to understand.

Partnership School



- ☐ Families and school staff set the school vision together.
- ☐ Families and staff talk all the time about how students are doing.
- ☐ All students get extra help if they need it.
- ☐ The school shares power with families. Families are part of big decisions, like hiring the principal.
- ☐ Parents are on standards committees and know how to look at student work.
- ☐ Training for staff is open to families. Families learn how the system works.
- ☐ Data on student progress is shared in ways that parents can understand.
- ☐ Parents and teachers talk openly about tough issues like racism and tracking.
- ☐ The family center offers education, job training, and advocacy skills.
- ☐ The school budget supports partnership. It pays for childcare and transportation.
- ☐ Parents can use the telephone, copier, fax, and computers.

Reading is Fundamental

Literacy effort leads El Mirage School's rally

By Monica Mendoza
The Arizona Republic
Monday, April 7, 2003

El Mirage

You could say the odds were against them.

Only 14 percent of the students at El Mirage Elementary School could read at grade level, and more than 80 percent of the children were learning English as their second language. But the principal, the teachers, the parents and even the grandparents of this small, mostly Mexican neighborhood school knew they had to turn the children into readers.

"Students can't do math or science if they can't read," said Kristie Shea, a third-grade teacher and reading facilitator at the K-8 school.

Last year, the teachers voted to use a new reading program called Success for All. It cost about \$75,000 for books and teacher training and was a big shakeup for longtime teachers who were used to having more independence in how they taught reading. The Success for All program is scripted, meaning all teachers use the same techniques and books and move at the same pace. In order for it to work, children must hunker down and read every day in class for at least 90 minutes and at home for 20 minutes each night.

"This program has been effective with kids who are in our demographics," Principal Glenda Rios said.

Today, one year after El Mirage teachers launched the program, 41 percent of the students are reading at or above their grade level. There is still a long way to go, but every group of readers is making gains, teachers said.

There's a new energy on campus. Children run to reading classes. Students ask for more books to take home. "The kids are reading on the playground," Shea said.

The key is that children are tested at the beginning of the school year and placed in reading groups with other children who are reading at the same level. In some reading groups,



high-level first-graders are partnered with second or third-graders. The children are tested every eight weeks. If they make gains, they advance to the next reading level. If they stagnate, they are sent to tutoring classes.

"As a society, we are realizing that kids don't learn at the same rate," said Carrie Derr, a second-grade teacher and reading facilitator.

Success for All was developed in 1987 at a Baltimore elementary school. Today, about 1,500 schools use the phonics-based program. Studies by Johns Hopkins University researchers have indicated that students, even second-language learners, in the reading program can catch up to their grade level and even jump to the next level in one year.

For El Mirage, the real test will be this spring when students take Arizona's Instrument to Measure Standards, also known as the AIMS test. Scores from the test are heavily weighted in the state's labeling program. And this year, El Mirage was labeled underperforming. The children must show gains in their test scores to shake the label. But Rios isn't lecturing about AIMS in staff meetings. Instead, teachers are talking about reading.

"There is a feeling that if teachers hit these reading strategies, that test scores will go up," Rios said.

It will take help from parents. They must sign off on their child's 20-minute nightly reading assignment. Six-year-old Casandra Lopez gets frustrated having to sound out words and sometimes resists doing her reading homework, her mom said. "It isn't always easy," said Casandra's mother, Cecelia Lopez. "But no matter what, we get through it."

A family support coordinator meets with parents regularly to talk about student progress and keeps parents involved in their child's reading program. Once a week, parents are invited to school to learn reading techniques and talk about books and homework.

For some children, the school reading time and homework assignments aren't enough. About 50 kids show up every morning for the "Breakfast Club" before school starts to read with teachers while they eat. About 60 kids at various reading levels are tutored throughout the day. Third-grade teacher Richard Mendivil is a full-time tutor this year. He and four other tutors work daily with children in 20-minute sessions.

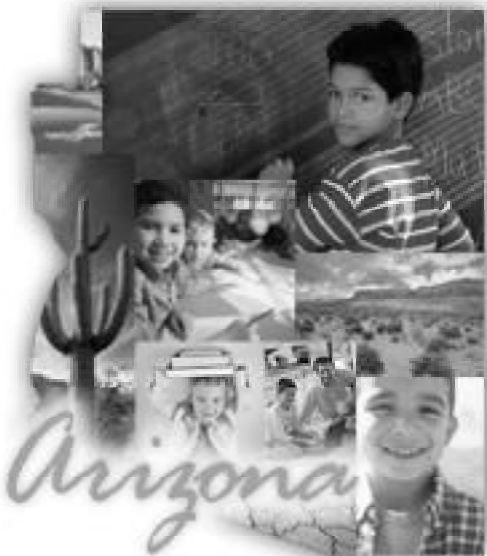
"One thing you learn is patience," Mendivil said. In one instance, a girl struggled day in and day out for months and did not seem to be making progress. "Then one day, she just took off," he said.

Used with permission. Permission does not imply endorsement.

For more information, contact El Mirage Elementary School at 623.876.7200

A Special Thanks to Article Contributors — for this Issue —

Lynn Busenbark – ADE/ESS
Wendy Collison – ADE/ESS
Mary Cummings - MSD
Kristen Dewey – ADE/ESS
Tom Horne – ADE
Mary Kolsrud - PTSA
Marie Mancuso – ADE
Kathleen McCoy - ASU
Diane Mignella – ADE/ESS
Dana Morisson – ADE/ESS
Vivian Nava - ADE
Karen Pukys – ASU/ABI
Becky Raabe – PINS and PALS
Judy Robertson - TUSD
June Torrance – ADE/ESS
Allie Wiener – ADE/ESS
Leslie Williams - Parent
Carla Woyak – *Raising Special Kids*
Laura Young – ADE/ESS
Jeannette Zemeida – ADE/ESS



Get on the Board!

The Arizona Educational Employment Board (AEEB) is an information system developed to assist schools in hiring personnel and to assist individuals who are seeking employment.

The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other education agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a web site, there will be a link next to the posting that the user may click on to find information about the school. If the contact person has an email address, the user may choose to email that contact person with a resume.

<http://www.arizonaeducationjobs.com>

Highland Junior High School...

Successfully implementing positive environments and supports for all students through the ABI

by Karen Pukys

Throughout Arizona, schools are partnering with the Arizona Behavioral Initiative (ABI) to improve their school climates, disciplinary policies and practices, and student achievement. One local education agency that has made the commitment to systematically assess and improve their site with the ABI is Highland Junior High School (HJHS), part of the Gilbert Unified District.

Along with many others throughout the state, this school is reaping the rewards from implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS). Better managed classrooms, fewer disciplinary referrals, increased attendance, increased administrative and instructional time, and decreased dropout rate - outcomes that can lead to improved test scores - are among the benefits. For many schools, it takes between four and five years before systems change fully emerges and becomes sustainable. However, at Highland Junior High School, the leadership team already sees dramatic results at the end of their second year of ABI participation.

Highland is a 7th and 8th grade junior high school of 1,200 students. Located in the East Valley, this school has assembled a dynamic leadership team. Under the direction of special education teacher Janeen Hardy and principal George Bowers, they have applied effective behavioral supports at the school-wide, classroom, and individual student levels. During the initial assessment, they gathered input and data from students, parents, and all staff. The team used that data to focus on both school-wide supports for all students, staff and settings, as well as assistance to

classroom teachers with regard to academic and social behavioral interventions.

Highland was already using *Character Counts!*, a well-known packaged program that has a growing data-base to indicate effectiveness. In the spirit of “working smarter, not harder,” the staff drew from two of the six pillars of *Character Counts!* to form the core of Highland Junior High’s common language. They adopted “Respect and Responsibility” as the guiding principles for all students and staff. The ABI team worked with the school to define each of these broad guidelines to operate within all settings and to teach, model, and reinforce the expected behaviors. Other areas addressed were: establishing clear definitions and consensus among staff in regard to office disciplinary referral criteria, strengthening the teaching focus of the school’s Responsibility Center, and collection, analysis, and sharing of disciplinary data.

ABI team members Cheryl Redfield and Kate Horlacher worked together with the school’s H.O.T. (Helping Others Transition) Crew, a club that selects students to help orient new students to the expectations at Highland. This is an especially important concern in an area with a growing population. The H.O.T. Crew not only assists with new students throughout the school year, but also plans and hosts the “Day in the Life of a 7th Grader” for 6th grade students from each feeder school during the spring. This fast-paced and interactive morning aims at increasing a sense of belonging and ownership as students transition



to junior high school. The incoming 7th grade discovers the common language and expectations through skits, discussion and role play focused on what “Respect and Responsibility” look like in non-classroom areas such as the bus and cafeteria.

Leadership team members Ethan Todd and Darin Gibson headed up the efforts to proactively target non-classroom areas. One area of concern for many schools is bus behavior. Through training and follow-up with transportation staff, the team opened the lines of communication between teachers, administrators and drivers. The team has further focused on hallways, the cafeteria, and the common areas during lunch to identify and put into place environments that will better support appropriate behavior.

Transition Specialist Cheryl Redfield piloted a successful mentoring program aimed at providing targeted individual supports for students who did not consistently demonstrate the ability to meet social-behavioral and academic expectations. Volunteer staff members received training in a seven-step mentoring program that required them to check in at least once a week with a single student. The school obtained parental permission and assigned a mentor to those students. In addition to developing a positive relationship with their student, mentors helped the students to focus on building *one* appropriate behavior designed to replace a behavior that was not working for them.

Highland Junior High School has achieved impressive results so far. Compared to last year, their overall office disciplinary referrals decreased 56% for the first semester (02-03 school year). This rate of reduction is typical for schools that fully implement SWPBIS. Resulting benefits include increased time on task in classrooms as well as improved use of administrative time.

A large part of Highland Junior High's success throughout the implementation of positive behavioral supports can be directly linked to the use of data-based decisions that are used to continually improve the school's effectiveness. Corinne DeRosa, district Responsibility Center coordinator and trainer for Gilbert Unified schools, is also a parent representative on Highland Junior's ABI team. She has been collecting and analyzing data on Highland's center. The statistics indicate that over 73% of students who created a plan to improve their behavior do not need to come back. Students who do make repeat visits are monitored and provided additional supports as needed, with frequent visitors receiving appropriate behavioral

interventions. Another critical feature of Highland's success is the emphasis on training and supporting staff in critical behaviors designed to reduce disciplinary problems and increase student achievement.

Highland Junior High's ABI team has accomplished a great deal in a short time, but they aren't resting on their laurels. They continue to seek new ways to support and sustain appropriate behavior and help all students work to their maximum potential. For more information on any of the positive supports described here, please contact:

Janeen Hardy
Leadership Team Coordinator
Janeen_Hardy@gilbert.k12.az.us

Kate Horlacher
Protective School Coordinator
Kathy_Horlacher@gilbert.k12.az.us

Launching the process of SWPBIS is not expensive, but it does require an initial investment in staff time and does have other associated costs. HJHS and other ABI partners are able to defray these expenses through the Creating Disciplined Schools Grant, one of the capacity building grants offered through ESS. For more information on the grant, other exemplary schools from around the state, and how all schools can access and use ABI resources, please visit our web site at <http://abi.ed.asu.edu> or contact one of our regional coordinators:

Karen Pukys
Arizona State University
Pukys@asu.edu

Jolena Ferro
University of Arizona
jbferro@email.arizona.edu

Joan Oakes
Northern Arizona University
Joan.oakes@nau.edu



Early Childhood News!!!!

Early Childhood Programs

It's official! ADE is creating an Early Childhood Programs Division, which will eventually bring together several early childhood programs that are currently administered by various areas of ADE. This change reflects the increased emphasis on the national and local levels, including support from Superintendent Horne and Governor Napolitano, for programs that provide children with opportunities to develop in all early childhood domains before they enter school. One objective is to offer strong and consistent service and support for administrators and teachers. A second one is to educate parents and families in this area. The overriding goal is for Arizona's youngest children to benefit from the highest quality early childhood programs possible and begin school ready to learn. Karen Woodhouse accepted the position of Director of the new division.

The Early Childhood Programs division will consolidate three program areas: Early Childhood Block Grant (ECBG), Exceptional Student Services Early Childhood Special Education, and Even Start/Family Literacy. This structural change is accompanied by physical change. By the end of June, the Early Childhood Staff will move to 2005 N. Central Ave. in Phoenix. ADE staff joining the new division include Karen Woodhouse, Allison Armenta and Pat Immele, with the Early Childhood Block Grant; Cheryl Blackwell, and Vivian Nava, Exceptional Student Services; and Sue Yale, Even Start/Family Literacy.

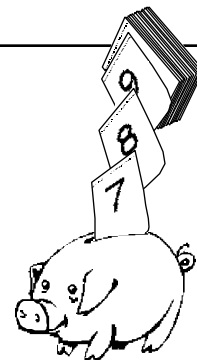
The team looks forward to continuing early childhood collaborations with colleagues, and showing off their new space. They are excited about the increased opportunities to support Early Childhood Programs in Arizona.



Save the Dates!

November 12-14, 2003

The 16th Annual Early Childhood Institute



November 12 Early Childhood Institute Pre-Conference - Mesa

The Arizona Department of Education, in collaboration with Mesa Public Schools, Parent University will host this pre-conference. Cheri Sheridan will present a half-day training on Becky Bailey's Conscious Discipline concepts; a comprehensive classroom management program and a social-emotional curriculum based on current brain research, child development information and developmentally appropriate practices.

November 13-14 Early Childhood Institute - Phoenix

In continued collaboration with the Arizona Department of Economic Security, Arizona Early Intervention Program (AzEIP) and Southwest Human Development, an exciting array of full-day sessions designed to furnish intensive exposure to a variety of early childhood subject areas will be presented on Thursday. Friday's session will provide more than 10 two-hour sessions on pre-literacy, pre-math, rhythm and music, family literacy, assistive technology, and a variety of other topics related to early childhood.

Workshops have been determined based on training needs identified by schools, early intervention programs, Head Start programs, Early Head Start programs, and other programs serving young children and their families.

Registration brochures will be mailed out in September. For more information contact Vivian Nava at 602.542.5448 or vnava@ade.az.gov.

Things You Need to Know

State Board Approves Rules Revisions

The State Board of Education approved rules revisions on May 19th for the rules which govern the implementation of special education in Arizona. The rules are now at the Office of the Attorney General for certification and will subsequently be filed with the Secretary of State. The new requirements will go into effect once published by the Office of the Secretary of State. A copy of the new rules is available on the Arizona Department of Education web site at www.ade.az.gov/ess.

Significant changes to the general special education rules (R7-2-401) include definitions for “paraeducator,” “screening,” and “suspension.” In addition, timelines for evaluations and re-evaluations were modified and small but substantive changes were made to IEP, procedural safeguards, and confidentiality requirements.

The rules regarding the approval of private schools for special education services (R7-2-402) will now include a requirement that private schools administer all required statewide assessments to students placed with public funds. The private schools must also notify the placing school if they intend to cease services for longer than 10 school days, and provide time for the placing school to respond to that notification.

The institutional and residential voucher rule (R7-2-404) has been completely rewritten to correspond to current statutes and practices for approval and funding. The extended school year (ESY) rule (R7-2-408) was rewritten to improve clarity and establish timelines for the determination of the need for ESY.

Three other special education rules will move forward within the next several months. The due process hearing rules (R7-2-405) designed to move the state from a two-tier hearing

system to a one-tier system have been cleared for consideration by the board. The long awaited rules for the Braille statute implementation are nearing completion and rules for educational interpreters for hearing impaired students are in draft form. Watch the ADE/ESS web site for updates.

Change in Long-term Employment Service Responsibility Structure



An administrative change within the Department of Economic Security affecting the Division of Developmental Disabilities (DDD) and the Rehabilitation Services Administration (RSA) is taking place. Effective July 1, 2003 the responsibility for monitoring and paying the local community rehabilitation organizations to provide long term employment services for eligible persons will transfer from the RSA to the DDD.

RSA will continue to provide the initial vocational rehabilitation services, vocational assessment etc. as required by law, to newly referred persons supported by the Division. RSA and the Division are working in close partnership to make this transition as seamless as possible for persons supported through long-term employment services, their families and providers.

The role of the current vocational rehabilitation counselor will remain the same during the initial assessment process and will be assumed by the Division's support coordinator once long-term supports are in place.

For questions, contact Ida Fitch, Children's Services Director at 602.542.5983.

Special Education Emergency Supplemental Funding

There are federal funds available to public education agencies for emergency special education needs. These funds are limited in both amount and scope. Monies are granted upon demonstration that the education agency is in fiscal difficulty due to situations involving students who are eligible for special education services, but whose enrollment could not have been anticipated during the normal budget planning process. The most common situation is the unexpected enrollment of a child with significant disabilities that requires support over

and above services generally provided by the education agency. Rapid growth in special education preschool programs can also qualify. Other circumstances are considered on a case-by-case basis.

Please contact Kristen Dewey at kdewey@ade.az.gov for a complete packet of information and an application, or you may call her at 602.542.5447. An online application will be available soon.

Litchfield Elementary School Receives National PTA Award

On April 21st the national Parent Teacher Association (PTA) notified Dr. Julianne Lein, Principal of Litchfield Elementary School in Litchfield Park, Arizona, that her school was the only school in Arizona certified as a Parent Involvement School of Excellence. This award recognizes a high level of commitment to improving student success by involving parents and the community. The certification is good until the year 2006.



To win the award, the PTSA (Parent, Teacher, Student Association) built it's 2002-2003 school year goals around the six national PTA

Standards for Parent and Family Involvement, then collaborated with Dr. Lein, teachers, parents and the community to meet those goals. Parents completed a survey to assess school staff, giving the school a 97 percent positive response for the category of volunteer opportunities. The survey results were submitted to the national PTA office.

"I'm so proud of our effort," Mary Kolsrud, President of the Litchfield Elementary School's PTSA. "We my even try to take parent involvement a step further, and apply for a State Department grant to develop district-level parent involvement in-service training for teachers."

Following are the six national PTA parent involvement standards, along with some Litchfield School applications of each standard.

1. Communication between home is regular, two-way, and meaningful.

Litchfield School parent communications include a school newsletter, a district web site, monthly assemblies to which families are invited, and open houses, among others.

2. Parenting skills are promoted and supported.

Litchfield School provides a parenting library and child-development booklets, parenting workshops and a multicultural celebration.

3. Parents play an integral role in assisting student learning.

Litchfield School provides parents with regular parent/teacher progress reports, web access to curriculum standards, a monthly site council meets to make school decisions, and parents collaborate on grant projects.

4. Parents as volunteers are welcome in the school, and their support and assistance are sought.

Litchfield parents logged over 8000 volunteer hours last year as classroom and PTSA helpers. This was up from 4000 the previous year, even though the school had 250 fewer students.

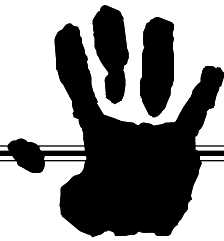
5. Parents are full partners in school decision making.

Litchfield parents are site council members, have a legislative committee, and participate in election candidate and arts education forums.

6. Community resources are used to strengthen schools, families and student learning.

This year Litchfield School has collaborated with AZ Game and Fish Department, the Litchfield Rec Center, the West Valley View Newspaper, local food banks and many local businesses on grant projects and service projects.

For more information on how Litchfield School implemented the PTA standards, please contact Mary Kolsrud, Litchfield PTSA President, at 623.935.6231, or marykolsrud@cox.net. To view the research behind the standards, go to the PTA web site, www.pta.org, then click on the Parent Involvement link.



Special Education Advisory Panel

The State of Arizona has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education-related services for children with disabilities. The public is encouraged to review the panel's agenda postings and provide input at meetings.

Meeting dates for the coming year have been determined as follows.

September 23, 2003
November 18, 2003
January 20, 2004
March 16, 2004
May 18, 2004

All meetings will be held from 9:00 am to 3:00 pm in Room 417 at the Arizona Department of Education building at 1535 W. Jefferson, Phoenix, AZ.

For additional information, meeting agendas and minutes, visit the web site at <http://www.ade.az.gov>. Click on *Educational Programs and Services*, then *Special Education*, then *Special Education Advisory Panel*. or, contact Jeannette Zemeida, Administrative Assistant, ADE/ESS at 602.542.3855.

Want your own copy of the *Special Edition?*

Send your mailing address to Cande Barfus at mbarfus@ade.az.gov or call her at 602.364.3184.

Stay on Top of What's New Director's Institute

at Mesa Hilton
October 14-17, 2003



Kicking it up a Notch

If you are a school district or charter school principal, assistant principal, special education director, teacher, related service personnel, parent or community member who is actively involved in the implementation of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and related laws, you'll want to attend this Institute.

Melinda Baird, attorney and author with a long list of credits, including contribution to *Special Education Law and Practice* published by LRP Publications, will present on October 14, 2004. Special education directors are encouraged to invite principals and parents to this session.

A specific strand for special education administrative assistants is planned for October 15th. The one-day training will present information about data requirements, time management and effective communication techniques.

October 15, 16, and 17th will include a variety of presentations from teaching strategies for students with mental illness to effective classroom management techniques. For more information contact Miriam Podrazik at mpodraz@ade.az.gov or Vay Francisco vfranci@ade.az.gov.

Get on the Fast Track to Special Education

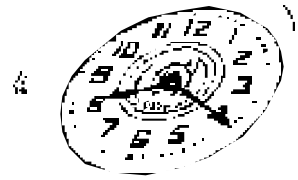
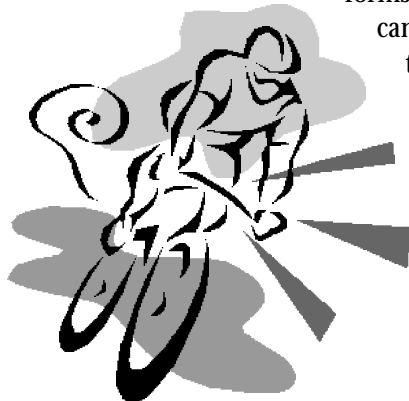
Arizona State University College of Education is proud to announce the Fast Track MEd Program in Special Education. This program is designed for working adults who wish to increase their understanding about individuals eligible for special education services. It consists of eight online classes and four five-week onsite classes that meet late Friday afternoons and Saturdays. The onsite classes are consecutive, i.e., five weeks for the first class, followed by another five weeks for the second class.

The program structure includes six content specialization areas: Early Childhood Special Education, Autism, Moderate Mental Handicap/Mental Handicap, Learning Disabilities, and Behavioral Disorders. Content areas are clustered across and within courses with differentiated assignments and readings. The Fast Track MEd Program in Special Education requires a minimum of 36 hours of coursework and a written comprehensive teacher action research project. All coursework leads toward state certification, however, the Fast Track MEd Special Education Program is not a certification program.

The Fast Track MEd in Special Education can be completed in one year. In some cases, students may finish earlier, if, for example, up to six hours from another university qualify for inclusion in the program. Also, it might be possible to bring in up to nine hours from graduate classes taken at ASU. Students may also take the classes at a slower rate. All classes are offered on a continuous predictable rotational basis.

Certification is not a prerequisite for entry into the program, but acceptance to the graduate college is required. Contact Michelle Haden at 480.965.9156 in Curriculum and Instruction Graduate Office for packets describing the procedure for graduate admissions and registration details. Once accepted into the graduate college, program of study

forms for the Fast Track MEd can be filled out online. Go to <http://www.asu.edu/registrar/forms>. Please contact Dr. McCoy at wizard1@imap1.asu.edu for additional details.



Making Time



How one school increased AIMS and SAT-9 scores

Madison School District Phoenix, Arizona

With funding from the Milken Family Foundation Teacher Advancement Program, four schools in the Madison School District have piloted a weekly collaborative planning time. The improvement in AIMS and SAT-9 scores, cited as being largely attributable to the collaboration time, were significant enough that the Madison's governing board has approved a proposal to roll out a similar plan district-wide in the 2003-2004 school year.

Every Wednesday teachers will have a 90-minute Teacher Collaboration Time (TCT), which will be early release time for the students. During this dedicated time, teacher leaders will work with teacher teams to evaluate student progress and determine best teaching strategies to improve student achievement, especially in reading and math. Each school will submit quarterly reports to document activities and analyze data to measure the effects of the TCT time.

For more information call the Madison district office at 602.664.7900.

Editor's note: Please let us know in one or two paragraphs how your school carves out time for professional development. Send submissions to plevesq@ade.az.gov.

Online Teachers College Open for Business

Western Governors University launches new teacher preparation program with U.S. Education Department grant; scholarships available

In March, U.S. Secretary of Education Rod Paige hailed the launch of Western Governors University's (WGU) new online competency-based Teachers College, which offers accredited certificate, undergraduate and graduate academic degrees for current and prospective teachers. The Teachers College can be found on the web at www.wgu.edu/tc.

"The No Child Left Behind (NCLB) Act calls for highly qualified teachers in every classroom because that is a critical factor in ensuring student academic success," Paige said. "We need to open the classroom door to the thousands of mid-career professionals who could make excellent teachers. The Teacher College will be invaluable in that effort because a web-based program offers working adults the flexibility to pursue standards-based course work at their own pace and schedule."

The university provides a creative path to alternative teaching certification. Its approach to education is based on competency in critical knowledge and skills measured by assessments not the number of hours spent in a college classroom. Rather than developing its own courses, the university collaborates with colleges, universities, corporations and training organizations across the United States to make the best use of distance learning materials available to students through the Internet. The online catalog contains about 1200 courses from 45 partnering institutions. Programs are tailored to teachers' aides or paraprofessionals, uncertified teachers, and second-career professionals transitioning to teaching. Online courses also provide learning opportunities to teachers and other professionals in rural and remote areas

of the country who might not have access to traditional on-campus learning. Teachers College participants may be eligible for federal financial aid.

In September 2001, the U.S. Education Department awarded WGU a \$10 million, five-year Star Schools grant to help develop and acquire educational programming for pre-service and in-service teacher education programs, and to operate and maintain the existing Internet telecommunications system of WGU. In addition to the Star Schools grant, funding from foundations and corporate partners, as well as federal teacher education grants, supports the college.

WGU is a consortium of 19 western states and about 40 universities. WGU Teachers College will provide teacher certification and advanced degrees in reading, math, science, technology and English as a second language.

"The Teachers College will be a boon to states seeking training for current teachers and paraprofessionals to help them meet education requirements under NCLB and speed their licensure. The program will also aid recruiting second-career professionals," Paige said. "This is a winning program. States benefit; current and future teachers benefit. But the biggest winners are our nation's children, and that is the best news of all."



Keeping the Main Thing the Main Thing: Parent and Student Involvement

John Copenhaver, Director, Mountain Plains Regional Resource Center

The Individuals with Disabilities Education Act of 1997 greatly enhanced the importance of involvement in improving results for children with disabilities. The act has provided a golden opportunity to engage in parent involvement during the time a child receives an initial evaluation and is determined to be eligible for special education services. In the federal special education regulations, there have always been the related services of parent counseling and parent training. These related services are often ignored or neglected by IEP teams. Parent counseling and training are intended to empower parents and “level the playing field” –to make them equal partners in the special education process.

The purposes of parent counseling and/or training are to provide parents with information about their child’s disability and/or train them to help implement certain aspects of the IEP. Some of the benefits for these related services include:

- The parent(s) gains an understanding of their child’s disability.
- The parent(s) is better informed of how to be an equal IEP team member.

Purposes for parent counseling

Imagine yourself to be a parent who is attending a special education meeting that is reviewing the comprehensive evaluation results for your child. Each team member gives their results and ultimately determines that your child is eligible for special education services under the category of “learning disability.” The team might briefly explain what they mean by learning disability and then go on to developing an IEP and determining placement of services. Many parents report a period of grieving after the initial placement of their child in special

education. It would be analogous to being diagnosed by a doctor and being labeled with a serious medical condition. Most doctors take the time to “counsel” and provide literature to the patient regarding his/her condition.

Most parents at this point are on their own trying to determine for themselves what it means to have a child with a learning disability and future ramifications for their child. Parent counseling can provide the necessary support and information regarding the disability. If parents receive this awareness, they will be better equipped to assist their children, plan for the future, and be better team members. Parent counseling also includes giving the parent(s) information regarding the special education process and how they are involved in a meaningful way. Sources that could provide parent counseling include special education staff, school counselors, parent groups, state parent centers, disability organizations, and other parents.

It is very critical for IEP teams to consider parent counseling at the initial placement meeting. This is usually the first time a parent is exposed to the label and what the label means for their child. All parents of students with disabilities need to be empowered with relevant information about the disability and what they can do to assist their children in benefiting from their education.

Purposes for parent training

The IEP Team should always consider the parent to be the expert on their child. Whenever possible, the parent should be included as part of the services listed on the IEP. This is especially important for preschool children eligible for special education services. The Individualized Family Service Program (IFSP) should contain a family

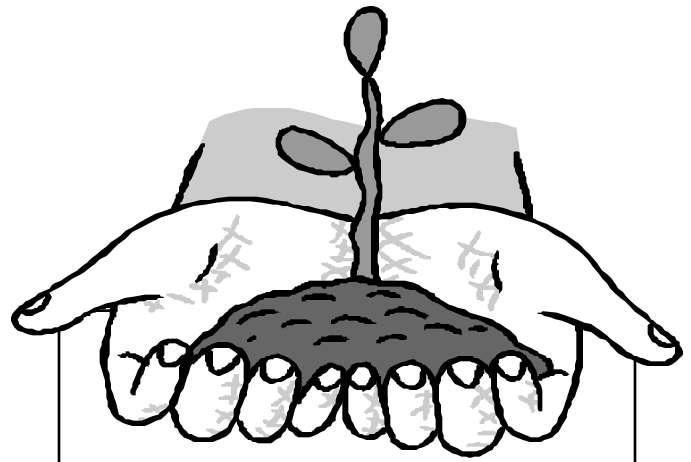
or parent component for preschool children.

If parents are involved with the IFSP or IEP, they might require training to provide an IEP/IFSP service. Some possible examples include the following.

- The student has emotional problems and is on a behavior management program. The parent(s) would need to be trained on behavior management strategies to implement the program in the home environment.
- The student has fine and gross motor difficulties and requires assistive technology devices to complete schoolwork and homework. The parent might require training on how to operate the equipment at home.
- A student is deaf and can only benefit from his/her education by using sign language. If no other resources are available, the school might be required to provide sign language training for the parent(s). Obviously, if the parent does not sign, he/she will be unable to assist his/her child with homework and communicate about other school activities.

Parent training is required only if the IEP team determines it is necessary to assist the student in benefiting from special education. A great majority of training and/or counseling can be provided within the school day by special education staff.

Reprinted with permission from the July 2002 issue of MPRRC TODAY, a Mountain Plains Regional Resource Center publication.



Outreach

Upcoming 2003/2004 Monthly Outreach Trainings

Regional Outreach Training will be offered August through May for Arizona administrators and educators. A new and exciting topic will be offered each month at nine sites throughout the state. These trainings will offer the latest information with a focus on increasing understanding and compliance of federal and state laws, rules and regulations. These trainings offer opportunities to network and receive information designed to facilitate and improve appropriate services for students with disabilities. Later training times will be offered on topics especially geared for teachers. Look for this upcoming information in a mailing to all districts and charters in the state by late July. This information will be posted in early August at www.ade.az.gov/ess and on both the ESS Training Calendar at www.ade.az.gov/ess/trainingcalendar and the ADE Training and Event Calendar at www.ade.az.gov/onlineregistration/calendar.

New Certification Project

U of A rolls out new project for certification of those interested in teaching students with severe disabilities

The University of Arizona, Department of Special Education, Rehabilitation, and School Psychology, is pleased to announce a new project to certify teachers of students with severe disabilities.

This five-year federally funded project in severe and multiple disabilities offers financial support for the preparation of teachers for a master's degree or a second certification. The program includes:

- \$10K annual scholarship and possible tuition waivers
- Master's degree in four semesters of study and one summer session
- OR
- Second certification in one year (including one summer session) of coursework and supervision
- Arizona teacher certification in teaching students with severe disabilities

For information or application, contact Dr. Stephanie MacFarland, Department of Special Education, Rehabilitation and School Psychology at 520.621.5165 or szmy@y.arizona.edu or Phyllis Brodsky, M.Ed., Tucson Unified School District, 520.225.6654 or Phyllis.brodsky@tusd.k12.az.us.

Bilingual Training Sponsored by ASU

Friday, September 19, 2003

The First Annual Workshop in Multicultural Issues sponsored by the Bilingual Training program at ASU Department of Speech and Hearing Science is scheduled for Friday, September 19, 2003 from 12:00 p.m.- 3:00 p.m. at the ASU Downtown Center. Julie Washington, PhD, CCC-SLP, will speak on "African American children in the classroom: Dialectal variation and literacy skill development." The workshop has been pre-approved for three CEUs and is limited to 125 participants; the cost is \$25.00/person. For more information and to obtain a reservation form, please visit the Infant Child Communication Programs web site at <http://icrp.asu.edu>. Direct questions to Jennifer Schmidt in the ICRP at 480.965.9396.

It's Not Too Late!!!

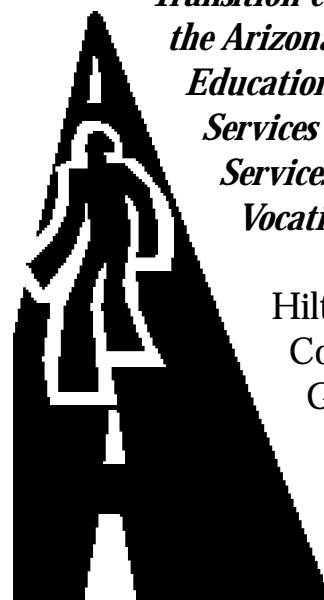
to get in on

Moving Forward:
Finding New Roads to Success
September 10 - 12, 2003

*Transition conference sponsored by
the Arizona Department of
Education, Exceptional Student
Services and Rehabilitation
Services Administration,
Vocational Rehabilitation*

Hilton Tucson El
Conquistador
Golf & Tennis Resort

Contact Jeannette Zemeida
at 602.542.3855 or
jzemeid@ade.az.gov.



Online Resources

Partnering with schools web sites

TEACHERS AS INITIATORS OF PARENT INVOLVEMENT PROJECTS

What happens when you give secondary school teachers small awards or money and freedom to develop their own ways of involving parents or the community in their work in the school? One study suggests that many good things can happen when you give teachers modest financial support and recognition to initiate their own ideas about a goal such as improving the connections between the classroom and the school and the families and communities served. The most important factor in the success of such an approach may be the feelings of professionalism, status, and freedom that teachers so often feel are lacking in the bureaucratic settings in which they work.

<http://www.responsiveeducation.org> click on *publications*

ENGAGING LATINO PARENTS IN IMPROVING SCHOOL CLIMATE AND STUDENT ACHIEVEMENT

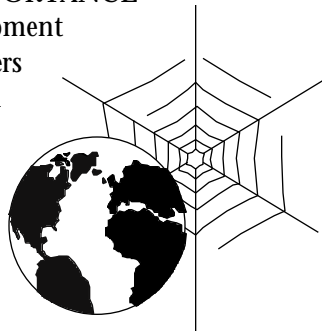
Though there are many causes for low academic achievement and high dropout rates among Hispanic students, such as language barriers, low expectations of teachers, poverty, racism, and isolation, the lack of cooperation between school, parents, and community has also played a role. Over the last two decades white parents have shown increasing parental participation, while minorities have decreased the contact they have with their children's schools. Decreases in parent involvement are of particular concern since research has provided evidence that there is a link between parent involvement and academic achievement. Read about the barriers to involvement and what engagement strategies have been successful.

<http://www.buildassets.org/products/latinoparentreport/latinoparent.rept.htm>

ARIZONA WEB SITE OF IMPORTANCE

The Office of Parent Development International based at ASU offers research and tips on how to link parents, grandparents, relatives and schools into learning cohorts.

<http://wwwpublic.asu.edu/~rdstrom/>



FREE "CONNECT FOR SUCCESS" TOOLKIT IS AVAILABLE

"Connect for Success: Building a Teacher, Parent, Teen Alliance," funded by MetLife Foundation is designed to help new teachers, especially those in high poverty middle and high schools, build partnerships with parents. This toolkit offers strategies and tools to help teachers break down barriers to parent participation, establish open, two-way communication with parents, and mobilize the resources parents bring to the education of their children. The toolkit also shows how this alliance can help parents improve their children's academic future while improving teachers' day-to-day practice and job satisfaction.

<http://www.recruitingteachers.org/news/2002toolkit.html>

Parent and family involvement web sites

Reprinted from the July 2002 issue of MPRRC Today:

Resources to enhance the quality and enjoyment of family life with special needs

<http://www.family-friendly-fun.fun.com/>

Disability resources available on the Internet

<http://www.disabilityresources.org/>

Hot links for parents – special education sites

<http://beach.huensd.k12.ca.us/pates/hlparents.html>

Educational resources and emotional support to parents and caregivers of children, adolescents, and young adults with disabilities

<http://www.specialchild.com/>

Parenting network bulletin board

<http://www.robysnest.com/board5/index/html>

Arizona sites:

Arizona's Parent Information Network (PINS)

<http://www.ade.gov/ess/pinspals>

Parent-to-parent support for Arizona families

<http://www.raisingpecialkids.com>

Parent training and information center for Southern Arizona

<http://www.pilotparents.org/>

The Arizona Professional Development Leadership Academy (PDLA) has selected the 15 teams identified below as recipients of professional development capacity building grants. The grants will assist the teams in designing their professional development plans as required by the No Child Left Behind federal law that governs the education of students. These plans will serve as models for other schools in the state, to aid in the creation and implementation of their own professional development programs. The teams will work collaboratively to identify student needs and build effective professional development programs to prepare highly qualified personnel with the skills and knowledge to address the learners' needs. The expected outcome of this initiative is improved student learning.

National research indicates that previous systems of professional development have not made a significant impact on student learning. The Arizona PDLA, a statewide leadership group of 23 members was formed in 2000 to focus on changing the way professional development is designed, implemented, managed and evaluated throughout Arizona. The PDLA bases its work and design on national professional development standards, data driven models of professional development and effective scientifically based research, with accountability measures built into the program design.

For more information about PDLA access www.ade.az.gov, quick links, professional development or call Miriam Podrazik at 602.364.4005.

PDLA teams:

Center for Academic

| | | | |
|--------------------|----------------|-------------------|--------------|
| Success | Linda Denno | Sierra Vista, AZ | 520.458.4200 |
| Cochise County | Debra Andrade | Bisbee, AZ | 520.432.9286 |
| Coconino | Mary Nebel | Flagstaff, AZ | 928.779.6591 |
| Gila County | Sally Martinez | Globe, AZ | 928.402.9216 |
| Marana | Carolyn Dumler | Marana, AZ | 520.820.0760 |
| Page | Phil Baca | Page, AZ | 928.608.4130 |
| Phoenix ASU | Sarup Mathur | Tempe, AZ | 480.965.6893 |
| Pima County | Debbie D'Amore | Tucson, AZ | 520.740.8451 |
| Prescott | Mary Anne Kapp | Prescott, AZ | 928.717.3236 |
| Round Valley | Maureen West | Springerville, AZ | 928.333.6680 |
| St. David | Carolyn Pinnix | St. David, AZ | 520.720.4492 |
| Snowflake | Dan Van Gesen | Snowflake, AZ | 928.536.4156 |
| Somerton | Duane Shepard | Somerton, AZ | 928.627.6025 |
| Tucson Unified | Judy Robertson | Tucson, AZ | 520.225.6268 |
| Terra Nova Academy | Ximena Doyle | Phoenix, AZ | 602.249.2645 |

Northern Arizona University Receives \$800,000 Grant from U.S. Department of Education

Flagstaff, Arizona, June 24, 2003. The U.S. Department of Education has awarded NAU's College of Education a grant to prepare Culturally & Linguistically Diverse Special Education Doctoral Students. Dr. Patricia Peterson, Professor in the College of Education is the Principal Investigator of the \$800,000 grant, which will provide a doctoral program for traditionally underrepresented groups, including individuals with disabilities. The grant will provide 12 students the opportunity to earn a doctorate in education (Ed. D.) in Curriculum and Instruction with a concentration in Culturally and Linguistically Diverse Special Education beginning in May 2004. Designed for students from Mexican American and Native American backgrounds, this innovative program will allow these professionals to keep their positions in local school districts during the school year, while taking courses through distance education and through intensive doctoral studies in Flagstaff during the summers.

Public schools currently face serious shortages of special education teachers, particularly in rural and inner city schools. This grant is intended to assist schools in meeting the need for special educators by preparing additional leaders to assist in teacher preparation.

The grant will provide funding for tuition, books, travel to Flagstaff and family campus housing in the summer, and stipends; in addition, the grant funds faculty research mentors, doctoral student mentors, and enrichment seminars with nationally known researchers in bilingual special education. Recruitment is underway, with meetings scheduled in Arizona, Colorado, New Mexico, and Utah.



GRANTS, GRANTS, GRANTS!

The University of Arizona's Department of Special Education, Rehabilitation and School Psychology has been awarded two grants totaling almost \$1.6 million by the U.S. Department of Education.

The first grant is for the Interdisciplinary Preparation of Special Education administrative Leaders with a focus on Culturally and Linguistically Diverse Students. This doctoral level training grant is funded for four years for a total of \$800,000 with Drs. Chalfant and Pysh as co-PIs. Educational Leadership and Language, Reading and Culture will contribute to the training.

The second grant is to Prepare Special Education Faculty for Universities and Colleges. This is also a doctoral level training grant, funded for four years for a total of \$751,964, with Drs. Antia, Ofiesh and Umbreit as co-PIs.

For more information, contact Lawrence M. Aleamoni, Ph.D., Professor and Head of Special Education, Rehabilitation and School Psychology, at 520.621.7832 or aleamonl@u.arizona.edu.

Capacity Building Grants Awarded Congratulations to the Winners

it took a lot of hard work on your part, but the results were worth it. We'll be looking for reports on your good results next year

Alternative Programs for Students with Emotional Disabilities

Tempe Elementary District
Williams Unified District

Best Practices for Child Find and Transitioning Children from AzEIP to Preschool Programs

Coolidge Unified District
Tempe Elementary District

Collaborative Model for Identifying Students K-3 Before Referral for Special Education

Balsz Elementary District
Catalina Foothills Unified
Cottonwood-Oak Creek Elementary District
Red Mesa Unified District
Vail Unified District

Counseling Services

Arizona State Schools for the Deaf and the Blind
Ball Charter Schools (Dobson)
Humboldt Unified District
Kyrene Elementary District
Pearce Elementary District
Picacho Elementary District
Scottsdale Unified District
St. David Unified District

Creating Disciplined School Environments

Coconino County School Superintendent
Flagstaff Unified District
Gilbert Unified District
Laveen Elementary District
Mohave Valley Elementary District
Osborn Elementary District
PACE Preparatory Academy, Inc.

Parker Unified School District
Salt River Pima-Maricopa Community Schools
Success School
Superior School
Tucson Unified District
Vail Unified District
Window Rock Unified District

Improved Parent and School Decision Making

Fort Huachuca Accommodation District
Sunnyside Unified District

Paraprofessional Training

Benson Unified District
Colorado River Union High School District
Flowing Wells Unified District
Laveen Elementary District
Madison Elementary District
Palo Verde Elementary District
Peach Springs Unified District
Sedona-Oak Creek Joint Unified District
Sierra Vista Unified District
St. David Unified District
Stanfield Elementary District
Sunnyside Unified District

Promising Practices in Transition Services from School to Adult Life

Coolidge Unified District
Ft. Thomas Unified District
Maricopa County Regional District

Improved Student Reading Achievement

This grant is currently under revision to align it to the department's initiatives and the State Improvement Grant's Goal 3. It is anticipated that the grant will be online in September 2003.

Seamless Transition Through Community Collaboration

This grant is currently being reviewed by ADE/ESS staff and should be online in September 2003 under a new name and with revised criteria.

Good Monitoring

The "Good Monitoring Grant" initiative is a reward program for public education agencies that have achieved compliance in four of the five areas during the monitoring of their special education programs, one of the areas being delivery of services. Compliance must be attained at the time of the monitoring visit and requires little or no corrective action. The program funded its first grant in the 2001-2002 school year.

As of this writing, 14 public education agencies have achieved this high level of special education monitoring compliance and been notified of the award. Six of these submitted applications, which were approved for funding. This includes the following school districts that will receive two-year "Good Monitoring Grants" effective July 1, 2003.

Coolidge Unified District (Counseling Services)
Young Elementary District (Collaborative Model for Identifying Students K-3 Before Referral for Special Education)

Professional Development Plan

The Professional Development Leadership Academy (PDLA), with the cooperation and support of the Arizona Department of Education, is coordinating the development of a dynamic, effective, and comprehensive statewide system of professional development. The public education agencies participating in this grant will contribute to the development of that system by modeling promising practices that can be documented and replicated throughout the state. The following 11 education agencies received two-year non-competitive grants to support the increased capacity of the education agency to provide professional development for educators who impact student achievement.

Cochise County School Superintendent's Office
Cochise Private Industry
Coconino County School Superintendent's Office
Page Unified District
Pima County School Special Programs
Prescott Unified District
Round Valley Unified
Snowflake Unified District
St. David Unified District
Terra Nova Academy
Tucson Unified District

China-U.S. Conference

Educating students with special needs

**Beijing, People's Republic of China
June 11-14, 2004**

Join
The Council for Exceptional Children

Call for papers and presentations
Deadline for submissions: October 15, 2003

The U.S. Steering Committee for the 2004 China-U.S. Conference on Educating Students with Special Needs is requesting proposals for papers and interactive presentations. The Steering Committee members will select papers for presentations that represent best practices, promote interactive discussion, and give conference participants a clear understanding of how to apply research to practice.

Conference topics

- Teacher preparation and professional development
- Key legislation and policy issues
- Community integration
- Prevention

Nine-day conference package

(Selected presenters are responsible for all expenses.)

Double occupancy - \$3200

Single occupancy - \$3600

All inclusive from Los Angeles

For more complete information contact:

Global Interactions, Inc.,

14 West Cheryl Drive, Phoenix, AZ 85021

Phone: 602.906.8886 FAX: 602.906.8887

educ@globalinteractions.org

Web site: www.globalinteractions.org

夏天

Professional Development Opportunities 2003-2004

July 2003

- 6-9** Correctional Education Association International Conference, Cox Convention Center, Renaissance Hotel, Oklahoma, OK. Contact Dr. Clint Davis, (580) 535-3445.
- 7-9** 6th Annual Assistive Technology Summer Institute, NAU-DuBois Center, Flagstaff, AZ. Contact Martha Lewis, (602) 728-9534.
- 10-13** Making A Difference Together: 2003 NDSS National Conference, Adam's Mark Hotel, 315 Chestnut St., St. Louis, MO. Contact National Down Syndrome Society (NDSS), (888) 354-4694.
- 21-22** Communicating with Diplomacy & Tact, Clarion Hotel, 6801 S. Tucson Blvd., Tucson, AZ. Contact Padgett-Thompson, (800) 258-7246.
- 23-24** Communicating with Diplomacy & Tact, Crowne Plaza Downtown, 100 North First Street, Phoenix, AZ. Contact Padgett-Thompson, (800) 258-7246.
- 23-25** The 2003 Education Funding Summit, Partnerships, Grants and Fundraising Strategies for K-12 Schools, Wyndham City Center Hotel, 1143 New Hampshire Ave., NW, Washington, DC. Contact The Performance Institute, (703) 894-0481.
- 25** Communicating with Diplomacy & Tact Writing Skills, Crowne Plaza Downtown, 100 North First Street, Phoenix, AZ. Contact Padgett-Thompson, (800) 258-7246.
- 28-29** Communicating with Diplomacy & Tact, Pointe Hilton at Piestewa Peak, 7677 North 16th St., Phoenix, AZ. Contact Padgett-Thompson, (800) 258-7246.

August 2003

- 1-2** New Director's Training, Sheraton Phoenix Airport, 1600 S. 52nd St., Phoenix, AZ. Contact Miriam Podrazik, (602) 542-3183.
- 10-15** Assistive Technology Assessment Training, University of Nevada, Las Vegas (UNLV). Contact RIATT@NASDSE, (888) 438-1938.
- 13** No child Left Behind: Guidelines on an Evolving Issue, Embassy Suites Phoenix North, 2577 W. Greenway Rd., Phoenix, AZ. Contact MEDS-PDN, (715) 836-9900.

September 2003

- 9-12** Do you know how to prevent hostile behavior from escalating into a violent situation, Embassy Suites Phoenix North, 2577 W. Greenway Rd., Phoenix, AZ. Contact Crisis Prevention Institute, Inc., (800) 558-8976.
- 18-20** The 9th Annual Counseling Skills Conference, Las Vegas Hilton, 3000 Paradise Rd., Las Vegas, Nevada. Contact U.S. Journal Training, Inc., (800) 441-5569.
- 19** The First Annual Workshop in Multicultural Issues, ASU Downtown Center, 502 E. Monroe St., #250, Phoenix, AZ. Contact Jennifer Schmidt, (480) 965-9396.

October 2003

- 12-15** From Practice to Policy & Back Again: 30 yrs. of Advocacy For Young Children & Their Families, Washington, DC. Contact General Information, (410) 269-6801.
- 14** Special Education Law Update & The Law that Govern Behavior, Hilton Phoenix East, 1011 W. Holmes Ave., Mesa, AZ. Contact Miriam Podrazik, (602) 542-3183.
- 15-17** Kicking it Up a Notch, Director's Institute 2003, Hilton Mesa Pavilion, 1011 W. Holmes Ave., Mesa, AZ. Contact Miriam Podrazik, (602) 542-3183.

November 2003

- 6-9** 11th National Quality Education Conference (NQEC), Doorways to Performance Excellence-Standards, Assessment, and Accountability, Hyatt Regency Albuquerque, 330 Tijeras NW, Albuquerque, NM. Contact ASQ Education Services/CSC, (800) 248-1946.
- 12** Early Childhood Institute Preconference/Conscious Discipline-Brain Smart Learning, Mesa, AZ. Contact Vivian Nava, (602) 542-5448.
- 13** Early Childhood Institute, Phoenix, AZ. Contact

NASDSE's Satellite Training Program has expanded!

This year the NASDSE teleconferences and the Reading Rocket teleconferences are combining for a total of 7.

Wednesday, September 17, 2003
NASDSE teleconference

Wednesday, October 15, 2003
Reading Rockets "Establishing an Effective Reading Program" with Dr. Reid Lyon, Dr. Timothy Shanahan, and Dr. Charlotte Parker. 12:00-1:30pm ET

Wednesday, November 19, 2003
NASDSE teleconference

Wednesday, February 18, 2004
Reading Rockets "Making Parents Partners" with Dr. Karen Mapp, Susan Hall, and Tom Bowman
12-1:30pm ET

Wednesday, March 10, 2004
NASDSE teleconference

Wednesday, March 17, 2004
Reading Rockets "Teaching English Language Learners to Read" with Diane August, Dr. Margarita Calderon, and Dr. Fred Genesee 12-1:30pm

Wednesday, May 5, 2004
NASDSE teleconference

Hosts needed!!

ESS purchases the coordinates for the downlinks of NASDSE's Satellite Training Program and makes them available to those schools that wish to offer the program to their communities. Written materials are provided prior to each session and a video tape from the downlink is supplied afterward. These are great training materials for the year.

If you would be willing to provide a host location for Satellite Trainings, or to obtain the satellite coordinates, please contact Cande Barfuss at mbarfus@ade.az.gov or 602.542.3184. Details of the NASDSE teleconferences will be provided at the time of your call.

CEC Online

The Council for Exceptional Children is offering a variety of online workshops on critical and timely special education topics. Go to their web site www.cec.sped.org and click on *Professional Development Training & Events*.

Internet course for individuals who are visually impaired

The Internet is one of the most effective means of finding and exchanging information quickly. However, if you are a user of assistive technology, navigating your way along the information highway can seem impossible. Without a basic understanding of how the Internet works, it is easy to quickly become overwhelmed. The Hadley School for the Blind's new online course, "Internet Basics," can help you be a part of the worldwide community of Internet users.

This tuition-free course explains several aspects of the Internet. It begins with its history; then it describes how it operates. E-mail features are explained, as are mailing lists and newsgroups. Directions for using the World Wide Web are provided. User tips about browsers, mail and newsreaders are included, as well as guides to search tools and mailing-list search sites.

This course is open to students in the Professional Program as well as the Adult Continuing Education and High School programs. Contact Student Services at 1.800.526.9909.

Founded in 1920, the Hadley School for the Blind offers over 90 tuition-free courses to eligible students.

Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

Index Code
35680